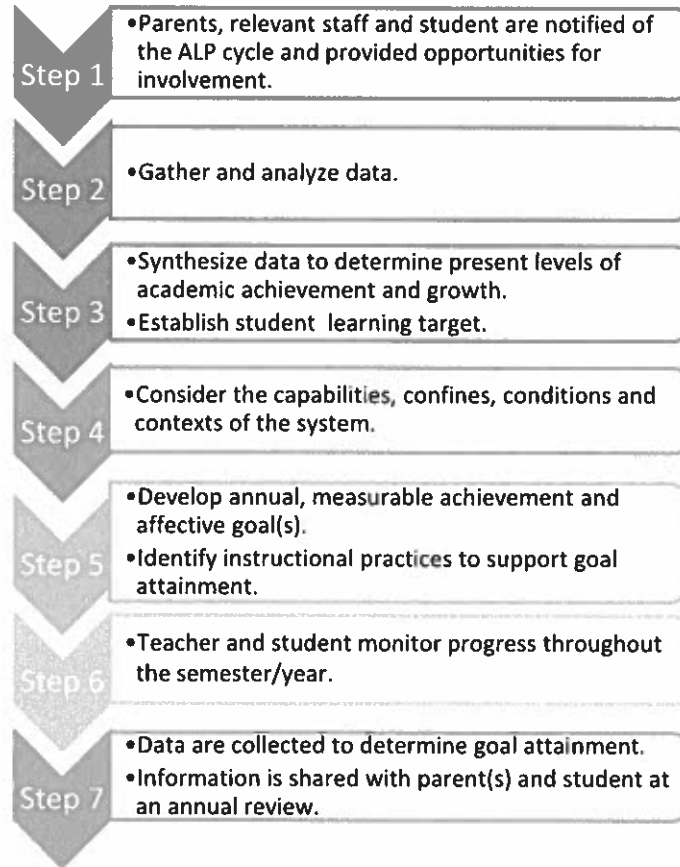


At a Glance: The Seven Thinking and Action Steps toward Meaningful Standards-aligned ALPs

The following seven steps highlight the process utilized in the initial development, annual update and review of an ALP. Not all steps require **actions** but are part of the **thinking** required in the process.

Steps 1-3 require thinking and actions on the part of the classroom teacher(s) who will provide instructional support to the gifted student. These steps integrate with **typical instructional routines** for all students and occur prior to the writing of the actual goal(s). **Step 1** requires a resource specialist, counselor or classroom teacher to notify all stakeholders the ALP process is beginning and to solicit their input. **Steps 2 and 3** exemplify the cognitive or thinking process that occurs within the typical classroom routine of data analysis, progress monitoring and planning for data-driven instruction.



Step 4 is part of the collaboration required in the ALP process. This step might promote conversations at a district level that ensure all possible instructional options for gifted students have been fully considered. An example might be a district that has never allowed content acceleration based on past experience. A discussion about the research on the subject as well as about scheduling conflicts and K-12 articulation might open doors that had previously been closed to gifted students. Such considerations may naturally occur annually when the gifted program plan is reexamined and self-evaluated.

Step 5 includes the actual writing of ALP SMART learning goals as well as documenting the instructional practices the teacher will implement to support the student's goal attainment.

Steps 6 and 7 involve progress monitoring, the sharing of those monitoring responsibilities between teacher and student and the open communication necessary to promote goal attainment. It is highly recommended to blend progress monitoring with the reporting cycle of the school/district.